



Coláiste de hÍde – Polasaí Frithbhulaíochta

1. I gcomhréir le riachtanais an Acht Oideachais (Leas) 2000 agus na dtreoirínte faoi chód iompair a d'eisigh an Bord Náisiúnta um Leas Oideachais tá an beartas frithbhulaíochta seo a leanas glactha ag Bord Bainistíochta Choláiste de hÍde mar chuid de chód iompair iomlán na scoile. Géilleann an beartas go huile agus go hiomlán do riachtanais Ghnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile a foilsíodh i Meán Fómhair 2013.
2. Aithníonn an Bord Bainistíochta a thromchúisí atá iompar bulaíochta agus a dhiúltaí a d'fhéadfadh a thionchar a bheith ar dhaltaí, agus geallann an scoil dá réir cloí leis na **príomhphrionsabail dea-chleachtais** seo a leanas agus iompar bulaíochta á chosc agus á chomhrac.
 - Cultúr dearfach a bheith i réim sa scoil:
 - ina nglactar go fonnmhar le difríocht agus le héagsúlacht agus ina léirítear meas ar chuimsitheacht;
 - ina spreagtar daltaí chun iompar bulaíochta a nochtadh agus a phlé i dtimpeallacht neamhbhagrach; agus
 - ina gcuirtear caidreamh bunaithe ar mheas chun cinn ar fud phobal na scoile;
 - Ceannaireacht éifeachtach;
 - Cur chuige scoile uile;
 - Tuiscint i bpáirt faoin rud is bulaíocht ann agus faoin tionchar is féidir a bheith aige
 - Feidhmiú straitéisí oideachais agus coiscthe (lena n-áirítear bearta chun feasacht a mhúscailt)
 - a chothaíonn ionbhá, meas agus athléimneacht sna daltaí; agus
 - ina dtéitear i ngleic go sainráite le cibearbhulaíocht agus le bulaíocht bunaithe ar aitheantas, lena n-áirítear bulaíocht homafóbach agus trasfóbach;
 - Maoirseacht agus monatóireacht éifeachtach ar dhaltaí;
 - Tacaíochtaí don fhoireann;

gcuireann isteach ar
de phobail na scoile.

chompord agus sábháilteacht aon ball eile

5. Gaol le Ráiteas Misin na Scoile:

I gColáiste de Íde, tá meas againn ar a chéile. Creidimid go mbraitheann dul chun cinn na scoile agus caighdeán an oideachais ar an meas seo thar aon rud eile. Is ar an meas seo a bhunaítear an gaol idir na daltaí, an fhoireann, na tuismitheoirí agus bainistíocht na scoile. Déanann bulaíocht damáiste do na gaolta seo. Mar sin, tá an scoil tiomanta timpeallacht shábháilte a chruthú áit nach nglacfar le nó nach ligfear le bulaíocht riamh.

- Cuireann an beartas seo leis an misean agus fíis atá ag an scoil cheana féin. Tugann sé structúr agus sonraí a chabhróidh leis an bhfoireann an fhadhb leanúnach seo a láimhseáil. Léireoidh an beartas frithbhulaíochta an dea-thoil a mhaireann sa scoil i leith fadhbanna bulaíochta a réiteach ar aon bhealach.
 - Go praiticiúil, tabharfaidh sé timpeallacht foghlama atá sábháilte agus slán. Cuireann sé meas ar luachanna, creideamh, traidisiún, modh maireachtála ilchineálacha sa sochaí chun cinn.
 - Spreagann sé nósanna measa, cúirtéise, agus tarraingítear ar idirspheáchas dhaoine i ngrúpaí, sa phobal nó ar scoil.
 - Féachann an beartas le aire faoi leith a thabhairt do dhaltaí i mbaol agus monatóireacht rialta a dhéanamh orthu chun idirghabháil luath a dhéanamh más/nuair a bhíonn gá, chomh maith le riachtanais, imní agus ábhar buartha na ndaltaí a láimhseáil i slí mhothálach.
- f. Seo a leanas an na múinteoirí ábhartha a dhéanfaidh bulaíocht a imscrúdú agus a dhéileálfadh léi: (féach Roinn 6.8 de na Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile):

Príomhoidí Cúnta (Cinn Bliana)

Príomhoide Tánaisteach

Príomhoide

Ról Tacaíochta agus Cúram:

Múinteoirí Ranga

Comhairleoir Treorach

Oifigeach Caidreamh Baile Scoile

Cur Chuige Uile Scoile:

Iarrtar ar gach ball don phobal scoile eachtraí d'iompar a thuairisciú chomh luath agus is féidir ; go háirithe má tá an iompar tar éis cur isteach ar dhuine aonair nó ar ghrúpa. Nuair a dhéantar líomhain bulaíochta, déanann an scoil fiosrúcháin le hintinn oscailte atá críochnúil, agus déantar iarracht tionchar diúltach an cineál sin iompar a roinnt le na páirtithe ar fad.

Tá an cur chuige scoile ar an iomlán dírithe ar réiteach a aimsiú seachas milleán a chuir.

Beidh tuismitheoirí/caomhnóirí bainteach leis an scéal má leanann an fhadhb agus tagann an Cód Iompar i bhfeidhm más rud é gur theip ar na céimeanna eile.

Tugtar tacaíocht don scoil tríd an córas inmheánach Gairmthreoir ag déileáil le bulaíocht agus taobh amuigh den scoil i gcás Psychological Support Service of DDLETB agus Teen Focus an ISPCC.

Comhthéacs Scoile

- Is pobal scoile beag í Coláiste de hÍde inar féidir forbairt oideachasúil agus tréadach an dalta a aithint go héasca
- Cuireann an scoil béim ar Chúram Tréadach agus bíonn Oide Chúram ag gach rang.
- Bíonn ar a laghad rang amháin OSPS / Gairmthreoir ag gach rang gach seachtain a thugann fóram chun plé a dhéanamh ar saincheisteanna féinmheas agus bulaíocht. Tá béim faoi leith ar fhorbairt pearsanta, agus sna cúrsaí seo tá módúil ar cumarsáid treallúsach agus cóimheas.
- Déantar staidéar ar an téama bulaíocht sna siollabais reiligiúin agus OSSP agus eagraítear Lá Machnamh do gach ghrúpa gach bliain.
- Bíonn 'Seachtain an Chairdis' ann go luath i ngach scoilbhliain chun feasacht a ardú ar gaolmhaireachtaí idirphearsanta agus gaolmhaireachtaí sa comhphobal scoile.
- Déantar éascathóireacht ar 'Córas Cairdis' gach mbliain i dtugann cinnirí bliain 5 cabhair do dhaltaí bliain 1 agus iad ag socrú isteach sa mheánscoil.
- Eagraítear 'Seachtain um Chúram Saoil' sa scoil chun féin-chúram a chur chun cinn agus chun béim a chuir ar fadhbanna a roinnt le daoine a bhfuil muinín againn astu.

Gníomhartha molta chun iompar bulaíochta a chosc

- Is é atá mar aidhm ag an mbeartas frithbhulaíochta ná na deiseanna bulaíochta a laghdú trí eolas ar nádúr agus ar iarmhairtí na bulaíochta a scaipeadh. Leis an bhfadhb a chosc, tá sé i gceist:
- Go gcuirfí cairt bulaíochta na scoile ar thaispeáint thart timpeall na scoile agus go gcuirfí daltaí ar an eolas faoi.(Sampla le ceangailt)
- Go mbunófaí seachtain chairdis i rith an chéad téarma scoile gach bhliain.
- I rith an triú téarma scoile, go bhféadfaí páirt a ghlacadh i seachtain eolais ar an mbulaíocht le tacaíocht an ISPCC – Seachtain Frithbhulaíochta Náisiúnta – Feachtais na Sciathe (Shield Campaign).
- Feachtas frith-cíbearbhulaíocht a rith go rialta agus múineadh chuig gach dalta conas gabháil scaileáin ('screen shot') a shábháil agus a phriontáil le haghaidh fianaise.
- Go mbeidh seoladh r-phost ar leith cruthaithe agus suirbhé sa rang OSPS ar a laghad uair amháin sa théarma (sampla ceangalta) déanta ionas gur féidir le daltaí tuairisc a thabhairt ar eachtraí bulaíochta orthu féin nó ar dhaoine eile.
- Go mbeadh nósanna imeachta agus céimeanna ceannais shoiléire ann chun tuairisc a thabhairt ar eachtraí bulaíochta.

7. Maoirseacht agus Monatóireacht Éifeachtach ar Dhaltaí

Deimhníonn an Bord Bainistíochta go bhfuil beartais agus cleachtais chuí mhairseachta agus monatóireachta i bhfeidhm chun iompar bulaíochta a chosc agus chun déileáil leis agus chun idirghabháil luath a éascú más féidir.

Déanaimid gach iarracht an deis bulaíochta a laghdú trí bheith eolach ar iompair bhulaíochta agus bheith in ann é a aithint. Spreagaimid na daltaí gan glacadh leis an saghas sin iompair agus a thuiscint go bhfuil áiteanna sa scoil inar mó an baol go ndéanfar bulaíocht iontu. Déantar mairseacht ar na háiteanna a bhfuil méadú ar an mbaol mar seo a leanas:

Bialann:	2-3 mhúinteoir	(ag an mbriseadh)
Clós:	1-2 mhúinteoir	(ag an mbriseadh)
Taisceadáin:	Múinteoir amháin	(tús agus deireadh an bhriseadh)
Na leithris:	Cinnirí/múinteoirí	(cigireacht fhánach)
Ó rang go rang:	3-4 mhúinteoir	
Polasaí Úsáide Inghlactha		(le haghaidh úsáid ríomhairí sa scoil)

Cad is féidir le mic léinn a dhéanamh

Is minic ar féidir leis an mbulaíocht a bheith an-chaolchúiseach agus nach dtugann na múinteoirí é faoi deara. Mar sin spreagaimid na daltaí a bheith freagrach trí na moltaí seo a leanas a chur i ngníomh:

- Iad féin a chur ar an eolas maidir le beartas agus nós imeachta na scoile i leith na bulaíochta.
- Tuairisc a thabhairt ar eachtraí bulaíochta a fheiceann siad fiú mura mbaineann siad leo go díreach tré:
 - (i) ríomphost a sheoladh nó suirbhé míosúil a líonadh.
 - (ii) é a insint do mhúinteoirí
 - (iii) é a insint do dhaltaí eile (Cinnirí)
 - (iv) é a insint do thuismitheoirí/do chaomhnóirí
 - (v) Díoltas a sheachaint
- Seachain do tharraingt isteach i mbulaíocht, sé sin, go mbeadh páirt agat i ngrúpa bulaíochta

- Meas agus tuiscint ar dhaoine eile a chur chun cinn.
- Coiste na nDaltaí a úsáid leis an gceist a choimeád beo.

Tuismitheoirí /Caomhnóirí:

Iad féin a chur ar an eolas maidir le beartas na scoile agus a leithéid, i leith na bulaíochta.

Béim a leagan ar cé chomh mí-oiriúnach is atá an bhulaíocht sa bhaile srl.

Tacaíocht a thabhairt do bheartas frithbhulaíochta na scoile.

Córas cumarsáide éifeachtach agus rialta a chothú idir na tuismitheoirí agus an scoil, sé sin, cruinnithe tuismitheoirí-múinteoirí, tráthnónta eolais, coiste na dtuismitheoirí, foirmeacha a thabhairt ar ais, dialanna scoile a shíniú srl.

Suíomh Scoile & An Dialann Scoile :

Tá sé i gceist as seo amach beartas na scoile i leith na bulaíochta a chur ar an suíomh idirlíne scoile agus sa Dialann Scoile agus rannóg ann le síniú an dalta agus an tuismitheora/caomhnóra ar aon.

Nós imeachta

Céimeanna le heachtraí a thuairisciú, a nótaíl agus a thaifeadadh:

Tá na nósanna imeachta a d'aithin an coiste chun eachtraí (líomhnaithe nó amhrasacha) bulaíochta a thuairisciú, a nótaíl agus a thaifeadadh leagtha amach thíos. Tá sé chéim ann a chlúdaíonn na nósanna imeachta le nótaíl, tuairisciú agus leanúint a dhéanamh ar chás bulaíochta amhrasach, líomhnaithe nó deimhnithe. Le go dtabharfaí an bhulaíocht a tharlaíonn faoi chúram an mhúinteora faoi dearadh, tá trí chás a d'fhéadfaí a bheith i gceist. Is é atá i gcás A ná iarracht an bhulaíocht is comónta a nochtadh, de ghnáth greannaíocht nó pleidhcíocht a bhíonn i gceist. Má fheiceann múinteoir iompar den saghas seo agus má cheapann sé/sí go bhfuil níos mó i gceist, is féidir **tuairisc a thabhairt nó riomhphost a sheoladh chuig an múinteoir ranga** (le cc don cheann bliaina) leis an teideal '**Iompar Mí-Oiriúnach**' air. Leanann céim 2 agus céim 3 an chéad chéim má bhíonn cúpla foirm thuairisce ann don dalta céanna nó má thugann an t-íospartach tuairisc ar thuilleadh eachtraí. Tagann cás A agus cás B le chéile ag céim 3 nuair a dhéanann dalta, tuismitheoir nó

múinteoir líomhain, nó mura dtagann feabhas ar chúrsaí i ndiaidh céimeanna 1 agus 2.

Cás A:

Má fheiceann múinteoir iompar nó scríobhnóireacht mí-oriúnach a chuireann imní air/uirthi:

Céim 1

- **Ríomphost nó tuairisc leis an teideal ‘Iompar Mí-Oiriúnach’ a scríobh** tar éis don mhúinteoir **caint leis an dalta nó daltaí** ag an am a tharlaíonn an eachtra.
- Seoltar é seo chuig na múinteoirí ranga/cinn bliana chuí chun iad a chur ar an eolas faoin eachtra agus seans a thabhairt dóibh labhairt le na daltaí atá i gceist más gá.

Céim 2:

- Má leanann an iompar cuirtear comhairle (agus/nó pionós) arís ar an dalta a rinne é – msh: cuirtear nóta sa dialann scoile.
- Iarrtar ar an íospartach fianaise a choimeád (le sonraí, dátaí srl) gach uair a tharlaíonn eachtra mar seo a chuireann isteach orthu.
- Moltar don mhúinteoir eolas faoin ‘Iompar Mí-Oiriúnach’ a chur ar aghaidh i dtuairisc scríofa nó r-phost chuig an múinteoir ranga agus ceann bliana.

Céim 3:

Mura dtagann deireadh leis an iompar mí-oiriúnach agus/nó go dtuigtear gur bulaíocht atá i gceist, leantar an nós imeachta seo:

- **Labhraítear leis an dalta a rinne an gearán ar dtús.** Tugtar tuiscint agus éisteacht cheart dóibh faoi céard a tharla agus an slí ba mhaith leo tabhairt faoin fadhb a réitiú.
- Má tá sé oiriúnach, **labhraítear leis na dalta/(i) eile** atá i gceist **go haonarach.** Tá sé tábhachtach a bheith cúramach faoi úsáid an téarma 'bulaíocht' ag an bpointe seo.
- Tugtar Comhairle/Treoir chuig na daltaí*. Tá Comhairleoir Treorach na scoile ar fáil le cúnamh a thabhairt i gcásanna mar seo, más gá.
- Má tá sé oiriúnach, labhraítear leis na daltaí go léir le chéile (gan mhilleán) i ngrúpa chun gach iarracht a dhéanamh na fadhbanna a réitiú agus deireadh a chur leis an iompar mí-oiriúnach.

Is ag an bpointe seo a leantar an nós imeachta atá i bhfeidhm. Cuirtear béim ar an iompar in ionad milleán a chur ar an duine. Déantar an cás a iniúchadh. Cuirtear agallamh ar na daltaí go haonarach agus ansin le chéile leis an bhfadhb a shárú. Nuair atá iniúchadh á dhéanamh ar chás caithfear a thuiscint nach ionann dalta a chur faoi agallamh agus bulaí a ghlaoch air/uirthi. Caithfear é seo a shoiléiriú nuair a chuirtear an beartas i láthair na ndaltaí.

Céim 4:

Má leanann an bhulaíocht is ag an bpointe seo a chuirtear cód iompraíochta na scoile i bhfeidhm:

Nótaí, litreacha agus plé le tuismitheoirí

Fanacht siar

Fanacht siar Inmheánach

Fionraí

Céim 5

Tógtar an cás go leibhéal Boird Bainistíochta agus bíonn na daltaí agus na tuismitheoirí páirteach ann.

Céim 6

CGOCAC – díbirt.

Cás B

(i) Má dhéanann dalta nó tuismitheoir/ caomhnóir gearán go díreach le húdarás na scoile i leith iompar mí-oiriúnach tosaíonn an próiseas ag céim 3, sé sin déantar an cás a iniúchadh gan aon mhilleán a chur ar dtús sa chaoi is gur féidir na fíricí a chinntiú agus an fhadhb a réitiú.

(ii) I gcásanna go bhfuil gearán déanta faoi ‘Cíbearbhulaíocht’ (msh: téacsanna, r-phost, facebook srl..) moltar chuig an dalta/tuismitheoir/caomhnóir ‘Prnt Scrn/ Screen shot’ a phriontáil mar fhianaise dóibh féin. Ní mholtar chuig múinteoirí breathnú ar théacsanna, cuntas r-phost nó leathanach ‘Facebook’ príobháideach an dalta ag aon am. Más gá, iarrtar ar an dalta an téacs a athscríobh (leis an data air) nó an leathanach leis an teanga mí-oiriúnach a phriontáil. I gcásanna tromchúiseach cíbearbhulaíochta tosaíonn an próiseas ag céim 3, mar atá thuas.

*** Tá sé tábhachtach go dtuigfeadh an dalta nach ionann fiosrúchán i leith líomhna agus cúiseamh ina choinne agus go n-éistfí leis an scéal iomlán sula ndéanfaí gníomh.**

An Ciapadh a Chosc

Deimhníonn an Bord Bainistíochta go ndéanfaidh an scoil, de réir a oibleagáidí faoin reachtaíocht chomhionannais, gach beart is indéanta go praiticiúil chun daltaí agus baill foirne a chosaint ar chiapadh gnéasach agus ar chiapadh ar aon cheann de na naoi bhforas, mar atá inscne lena n-áirítear trasinscne, stádas sibhialta, stádas teaghlaigh, treoshuíomh gnéasach, reiligiún, aois, míchumas, cine nó ballraíocht den Lucht Siúil.

Ghlac an Bord Bainistíochta an beartas seo an _____ [dáta].

Tá an beartas seo ar fáil do phearsanra na scoile, foilsíodh é ar shuíomh Gréasáin na scoile (nó mura bhfuil suíomh ag an scoil, tá sé ar fáil ar shlí eile do thuismitheoirí agus do dhaltaí ar iarratas) agus do Chumann na dTuismitheoirí (más ann dó). Cuirfear cóip den bheartas seo ar fáil don Roinn agus do phátrún na scoile má iarrtar é.

Athbhreithneoidh an Bord Bainistíochta an beartas agus a fheidhmiú uair amháin i ngach scoilbhliain. Cuirfear fógra scríofa gur athbhreithníodh beartas frithbhulaíochta na scoile ar fáil do phearsanra na scoile, foilseofar é ar shuíomh Gréasáin na scoile (nó mura bhfuil suíomh ag an scoil, cuirfear é ar fáil ar shlí eile do thuismitheoirí agus do dhaltaí ar iarratas) agus do Chumann na dTuismitheoirí (más ann dó). Cuirfear taifead den athbhreithniú agus a thoradh a chur ar fáil don phátrún agus don Roinn, leis, má iarrtar é.

Sínithe: _____

Síniú:

(Cathaoirleach an Bhoird Bhainistíochta)
(Príomhoide)

Dáta: _____

Dáta: _____

Dáta an chéad athbhreithnithe eile: _____

Aguisín

1. Clár Molta don Seachtain Chairdis:

Sula dtarlaíonn an tseachtain chairdis d'fhéadfaí b'fhéidir ceistneoirí gairide a thabhairt do na daltaí ar cé mar atá an bhulaíocht i gColáiste de hÍde. B'fhéidir go mb'fhiú na torthaí seo a roinnt leis na daltaí sa chaoi is go dtuigfeadh siad an aidhm agus an gá atá leis an bhfeachtas frithbhulaíochta.

- Bíonn 'Seachtain an Chairdis' ar siúl gach bhliain sa scoil agus bíonn béim curtha ar na téamaí 'Cairdeas' agus 'Frithbhulaíocht' lastigh agus lasmuigh do na ranganna. Seo roinnt do na rudaí a bhíonn ar siúl:
- Bíonn '**Córas Cairdis**' (Buddy System) eagraithe idir na cinnirí (Bl.5) agus daltaí Bliaina 1.
- Seisiún eolais a chur ar fáil le haghaidh daltaí faoin 'Cíbearbhulaíocht' agus sábháilteacht ar líne (msh: ó Barnardos). Bíonn ceachtanna ar fáil faoi conas 'Prnt Scrn' a úsáid chun taifead a dhéanamh i gcás cíbearbhulaíochta.
- Bíonn **drama (msh: Blank Canvas Theatre Company- 'Scene Not Heard'** curtha in áireamh gach Luain chun tús a chur leis an seachtain.
- Bíonn **Oíche Fáilte BL.1** ar siúl ar an Luain chomh maith ó 7.30.
- Clár 'Cool Schools' - Seachas gach rang a chur ag déanamh é seo arís, bíonn Bliain 1 ag leanúint an chlár don tseachtain (Céad tréimhse gach maidin le múinteoirí ábhair más féidir). Seoltar na Pleananna Ceachta i ríomhphost i nGaeilge agus i mBéarla.
- Bíonn roinnt póstaer déanta ag na daltaí san rang ealaín agus crochtar iad timpeall na scoile chun cur le atmaisféar an téama chairdis.
- Bíonn **Cearclann Frithbhulaíochta 'Sticks and Stones'** ar siúl ag Bl.2 ar an Déardaoin.
- Bíonn tráthnóna cluichí ar siúl dóibh le Bliain 4 ar an Mháirt agus **Toraíocht Taisce** ar an gCéadaoin.
- Le haghaidh gach rang eile (Bl.2-6) bíonn rang amháin ar a laghad bunaithe ar théama an chairdis/ frithbhulaíochta (aon Tréimhse le píocadh ag an múinteoir ranga chun é seo a dhéanamh) . Is féidir achoimre a dhéanamh ar na háiseanna 'Cool Schools' , an pholasaí Frithbhulaíochta a phlé nó acmhainní eile atá ar fáil a úsáid.
- Tá dhá fhilteáin buí san oifig GT/Feabhas lán d'achmhainní agus tá DVD's leis na téamaí 'cairdeas' & 'Frithbhulaíocht' ar fail chomh maith.
- Tá roinnt físeáin faoi bhulaíocht msh:('Mean Creek') curtha ar an líonra ag Isabel agus ar fáil do mhúinteoirí le húsáid 'sna ranganna cuí. (Ábhar S:\Scannáin Divx\Frithbhulaíocht)

- Iarrtar ar múinteoirí gach iarracht na téamaí ‘Cairdeas’ &/nó ‘Frithbhulaíocht’ a úsáid nó a phlé ‘sna hábhair eile gach lá chomh maith (m.sh: Béarla, Gaeilge, OSPS, Reiligiún, Teangacha, Ealaín..srl.) más féidir.
-

2. Cineálacha bulaíochta

Seo a leanas cuid de na cineálacha iompair bhulaíochta a d'fhéadfadh a bheith ann idir dhaltaí:

o **Ionsaitheacht fhisiciúil:** Áirítear air sin duine a bhrú, a shá, a bhualadh, a chiceáil, a phriocadh nó cor coise a chur ann. Bheadh trom-ionsaí fisiciúil ar áireamh anseo. Is minic a théann daltaí i mbun 'troideanna bréige', ach féadtar úsáid a bhaint astu chun ciapadh fisiciúil a dhéanamh faoi cheilt, sin nó duine a ghortú.

o **Imeaglú:** Cineál ar leith iompar bulaíochta is ea imeaglú: d'fhéadfadh sé a bheith bunaithe ar chomharthaíocht choirp ionsaitheach ina mbaintear úsáid as an nguth mar arm troda. D'fhéadfadh aghaidh a léiríonn ionsaitheacht agus/nó míghnaoi a bheith ina chúis mhór imní.

o **Aonrú/eisiamh agus caidreamh bulaíochta eile:** Tarlaíonn bulaíocht den chineál seo nuair a dhéanann cuid den rang nó an rang ar fad duine a aonrú, a eisiamh nó neamhaird a thabhairt air/uirthi d'aon ghnó. Is gnách iompar mar seo a bheith tionscanta ag duine atá ag gabháil d'iompar bulaíochta agus féadann sé a bheith deacair a bhrath. D'fhéadfadh ráitis mhaslacha a bheith á scríobh mar gheall ar an dalta seo in áiteanna poiblí, nó nótaí faoin dalta nó líníochtaí den dalta a bheith á scaipeadh nó í/é a bheith á maslú/mhaslú de chogar ach é a bheith sách ard le go gcloisfí é. Meastar go mbíonn caidreamh bulaíochta ann nuair a dhiúltaítear go leanúnach d'iarrachtaí duine caidreamh a bheith aige/aici le piaraí agus gaol a chothú leo, nó nuair a bhaintear an bonn de na hiarrachtaí sin. Bíonn rialú i gceist i gceann de na cineálacha is coitianta: “Déan seo, siúd nó eile, nó ní bheidh mé cairdiúil leat níos mó” (ráite nó intuigthe); grúpa a bhailíonn le chéile in aghaidh duine amháin (cailín nó buachaill); geáitsíocht neamhbhriathartha, cúlchaint mhailíseach; scéalta a bheith á scaipeadh mar gheall ar dhuine nó cluas bhodhar a bheith á tabhairt ar dhuine.

o **Cibearbhulaíocht:** Tá an cineál seo bulaíochta ag éirí níos coitianta agus ag athrú an t-am ar fad. Is bulaíocht é seo a chuirtear i gcrích trí theicneolaíochtaí eolais agus cumarsáide ar nós téacsteachtairachtaí, suíomhanna líonra sóisialta, r-phost, cur teachtaireachtaí meandracha, feidhmchláir, suíomhanna cluichíochta, seomraí comhrá agus teicneolaíochtaí eile ar líne. An cineál bulaíochta ar líne is coitianta ná teachtaireachtaí míchuí nó goilliúnacha a dhíriú ar dhuine. De bhrí go n-úsáideann an



chibearbhulaíocht modhanna teicneolaíochta ag imeacht agus nach gá teagmháil duine uair ar bith (lá nó oíche). Is iomaí cineál tgcibearbhulaíocht. Mar shampla, d'fhéadraí teacsteachtairachtaí homafóbacha a sheoladh chuig duine nó pictiúir a phostáil mar aon le ráitis dhiúltacha mar gheall ar ghnéasacht duine, cuma duine srl.

an t-iompar bulaíochta a choimeád d'fhéadfaidh an chibearbhulaíocht tarlú féidir a éascú tríd an

o Ainmneacha maslacha a thabhairt ar dhuine: Duine ar bith a thugann ainm maslach, goilliúnach nó náiritheach ar dhuine eile, ba cheart féachaint air sin mar iompar bulaíochta. Is minic a ndéantar tagairt do chuma fhisiciúil duine, m.sh. méid nó éadaí an duine sin, sna hainmneacha seo. D'fhéadfaí aird dhiúltach a dhíriú ar thuin chainte nó ar ghuth so-aitheanta. Is minic cumas acadúil a bheith ina chúis le hainmneacha maslacha: i gcás daoine a mheastar a bheith níos cliste ná mar is gnách agus i gcás daoine a mheastar a bheith níos laige ná mar is gnách.

o Dochar do mhaoín: Is féidir bulaíocht a dhíriú ar mhaoín phearsanta. I gceist ansin bheadh damáiste d'éadaí, d'fhón póca nó do ghléasanna eile, do leabhair scoile agus d'ábhar foghlama eile nó cur isteach ar thaisceadán nó ar rothar an dalta. D'fhéadfaí a bhfuil sa mhála scoile a chaitheamh amach ar an urlár. D'fhéadfaí rudaí pearsanta a bhriseadh, a loit, a ghoid nó a chur i bhfolach.

o Sracadh: D'fhéadfaí airgead a éileamh, faoi bhagairt uaireanta (bagairtí a chomhlíontar uaireanta mura gcuireann an dalta i dtrácht an t-airgead ar fáil nuair a iarrtar é). D'fhéadfaí iallach a chur ar dhalta maoín a ghoid ar son duine eile atá ag gabháil d'iompar bulaíochta.

Coláiste de hÍde - Anti-bullying policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Coláiste de hÍde has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.
2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - A positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
 - Effective leadership;
 - A school-wide approach;
 - A shared understanding of what bullying is and its impact;
 - Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
 - Effective supervision and monitoring of pupils;
 - Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - On-going evaluation of the effectiveness of the anti-bullying policy.
3. **In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:**

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

4. Scope

This policy refers to the rights to freedom and safety for all. This policy covers all staff members, students and parents when they are in contact with the school. It is the responsibility of everyone who is contact with the school to show respect for the rights of others. The Care Team of the school acknowledges that the main aim of the school in the context of this policy is to provide education to students in an environment that is safe, free and comfortable. The school has legislative responsibilities regarding employees and there is an Officer that deals with harassment / sexual harassment and bullying involving staff members.

This policy comes into effect any time a student is on the school campus or under the supervision of the school. Also covered by this policy are school trips and extra-curricular activities outside the school that are under the supervision of a member of staff. The school has a duty of care in respect of students and employees and inappropriate digital behaviour such as cyberbullying that impacts the comfort and safety of a staff member will not be tolerated.

5. Relationship with the School Mission Statement

In Coláiste de Íde, we respect each other. We believe that the advancement of the school and the academic progress of our students depends on this respect above all else. This respect forms the foundation of the relationship between students, staff, parents and school management. Bullying damages these relationships. Therefore, the school is committed to create a safe environment where bullying is not accepted or permitted.

- This policy adds to the school's mission and vision. It gives structure and details to the staff to handle this issue whenever it occurs. This anti-bullying policy will build on the ethos that exists in the school to solve any bullying issues that arise.

- In practical terms, this policy will ensure a learning environment that is safe and secure. It imbues respect for values, beliefs, traditions, and the different ways of life in society as a whole.
- It encourages the practices of respect, courtesy, and pulls from the interdependence of people in groups, communities or at school.
- This policy looks to give particular care to students at risk so that they can be monitored and early interventions can be made if needed, as well as sensitively handling the needs, anxieties and worries.

6. Teachers who will investigate and deal with bullying as it arises. (see Section 6.8 of the Anti-Bullying Guidelines)

Assistant Principals (Year Heads)

Deputy Principal

Principal

Support and Care Role:

Class Tutors

Guidance Councillor

Home School Liaison Officer

SEN Co-ordinator

Whole-School Approach:

All members of the school community are requested to report incidents that may be regarded as inappropriate behaviour; particularly in the case where an act has caused distress to another individual or group. When allegations of bullying are made, the school conducts a thorough yet open-minded investigation, and seeks to inform all parties involved of the negative effects of such behaviour.

The overall approach is resolution focused rather than one that insists on appropriating blame.

Parents are involved if the problem persists and the discipline procedure comes into play if all other steps have failed.

The school is supported by our internal guidance and counselling service in dealing with cases of bullying and also has access to external support agencies such as the Psychological Support Service of County Dublin ETB and Teen Focus of the ISPCC.

School Context:

- Coláiste de hÍde is a relatively small school community where both the educational and pastoral development of the pupil is more easily identifiable.
- The school prioritises pastoral care with every class having a specific pastoral tutor assigned to them.
- Each class group has a minimum of one Social Personal and Health Education (SPHE) /Guidance period per week and this provides a forum to discuss issues related to self-esteem and bullying. There is a focus on personal development in these courses which include modules on assertive communication and mutual respect.
- The theme of bullying is also addressed in the Religion and CSPE syllabi and a 'Reflection Day'(retreat) is organised annually for each year group.
- The school also runs a 'Friendship Week' early each year to raise awareness of interpersonal relationships and of getting on well together within the school community.
- A 'Córas Cairdis' (Buddy System) is facilitated each year, as fifth year prefects (Cinnirí BL.5) assist new students with their transition to secondary school.
- An annual 'Life Care Awareness Week' is also organised to encourage self-care and to emphasise the importance of sharing our problems with trusted others.

Suggested Actions for the prevention of bullying

- It is the aim of the anti-bullying policy to reduce incidences of bullying by sharing information regarding the nature and effects of bullying. To prevent the problem is it envisaged that;
- That an acceptable behaviour charter will be created by each class and this will be shared by the students.
- That there will be a friendship week in the first term of each school year.
- In the third term the school will be involved in an information week supported by the ISPCC as part of the shield campaign
- An anti-cyberbullying campaign where information is shared with students to include how to take a screenshot and how to digitally record. This will be supported with talks from the Community Garda.

- Students are shown how to report bullying and to email staff if they do not want to approach a staff member in front of other students.
- That there is a clear procedure to report incidents of bullying.

- **7. Supervision and Monitoring of Pupils**

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

We take every opportunity to reduce bullying by being knowledgeable of bullying behaviour and being able to recognise it. We encourage students to accept such behaviour and that there can be places in the school where bullying is more likely to occur. Such places are given extra monitoring as outlined below:

Canteen:	2-3 teachers	(at break times)
Yard:	1-2 mhúinteoir	(at break times)
Lockers:	Múinteoir amháin	(at break times)
Toilets:	Cinnirí/múinteoirí	(incidental monitoring)
Between classes:	3-4 mhúinteoir	
Acceptable Usage Policy		(for the use of digital resources in the school)

What Students Can Do:

Bullying can often be subtle and difficult for teachers to notice. As a result of this we encourage students to take responsibility by implementing the following suggestions.

- To inform themselves knowledgeable regarding the schools policies and procedures regarding bullying .
- To report any incidence of bullying that they see even if it doesn't concern them directly by:
 - (i) Sending an email to a member of staff.
 - (ii) telling a teacher
 - (iii) telling a senior student (prefect)
 - (iv) telling a parent / guardian
 - Avoiding revenge
- Avoid getting involved in a group that is involved in bullying behaviour.
- Promote respect and understanding of all students.
- Utilise the Students Council to promote the issue.

Parents / Guardians:

- To inform themselves knowledgeable regarding the schools policies and procedures regarding bullying .
- To emphasise the inappropriateness of bullying at home.
- To support the school's anti-bullying policy
- To cultivate effective communication between the parents / guardians and the school, ie. parent-teacher meeting, information evenings, Parent's Council, returning of school forms, checking of school diary etc.

School Procedures

Steps to report, note and record incidences:

The procedures for reporting, noting and recording incidences(alleged or suspected) are outlined below. There are six steps that cover procedures for noting, reporting and proceeding in the cases of bullying that are suspected, alleged or corroborated. To make sure that the bullying is brought to the attention of the most suitable authority, there are two possible cases outlined below. Case A deals with the most common form of bullying, usually messing or banter is the most visible component. If a teacher sees this type of behaviour but suspects that there is more involved **a teacher must send an email to the class tutor and year head** with the title '**Iompar Mí-Oiriúnach**' air. Step 2 and Step 3 follow if there is more than one report or if the subject of the behaviour reports other incidents. Case A and Case B come together at Step 3 where a student, parents or teacher make an allegation or an improvement is not seen after steps 1 and 2.

Case A:

If a teacher sees behaviour or inappropriate writing that causes them to be concerned:

Step 1

- **An email with the title 'Iompar Mí-Oiriúnach' is written** after the teacher speaks to the students after the incident.
- The report is sent to the Class Tutor and Year Head concerned to alert them to the incident so that they can speak to the students concerned.

Step 2

- If the behaviour continues the student is advised and/or sanctioned ie. a note is put in the student's journal.
- The student who is the subject of the behaviour is asked to record all the behaviour (details, date) of all incidents that affect them.
- The teacher must share all information with the Class Tutor and Year Head.

Step 3:

If the Inappropriate Behaviour does not cease or it is understood to be bullying behaviour, the procedure below is followed:

- **The student who made the initial complaint is spoken to.** They are listened to carefully and empathetically about what happened and how they would like the situation to be rectified.
- If it is appropriate **the other student(s)** are spoken to **separately**. It is very important to be careful with the use of the term 'bullying' at this point.
- The school Guidance Councillor can offer council and support to the students at this point.
- If it is deemed appropriate, the students concerned are spoken to together (without assigning blame) in a group to make every effort to rectify the situation and to end the inappropriate behaviour.

Step 4

If the bullying behaviour continues the schools discipline policy is enforced:

Notes, letters and conversations with parents

Detention

Internal Suspension

Suspension

Step 5

The case is taken to the Board of Management where the students and parents/guardians participate in the meeting.

Step 6

Permanent Exclusion

Case B

(i) If a student or parent/guardian make a direct complaint to the school authorities in respect of inappropriate behaviour the process starts at Step 3 as outlined above, the case is investigated without assigning blame at the beginning so the facts can be ascertained and the situation rectified

(ii) In cases where complaints are made regarding cyberbullying (ie: texts, emails, facebook srl..) it is suggested that the students/parent/guardian use 'Prnt Scrn/ Screen shot' to capture a record of the behaviour. Teachers are asked to look at private emails or Facebook pages at any time. If necessary the student may be asked to transcribe the text message or print the page with the inappropriate language. In cases of serious cyberbullying the process starts at Step 3 above.

*** It is important that the student understands that the investigation of an allegation is not the same as an accusation against them and that the whole story will be listened to before action is taken.**

5. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

6. This policy was adopted by the Board of Management on _____ [date].

7. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

8. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____

Signed: _____
(Chairperson of Board of Management)
(Principal)

Date: _____

Date:

Date of next review: _____

Appendix

Types of bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

- o Physical aggression: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

- o Intimidation: Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

- o Isolation/exclusion and other relational bullying: This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

- o Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require

face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

o Name calling: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

o Damage to property: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

o Extortion: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.